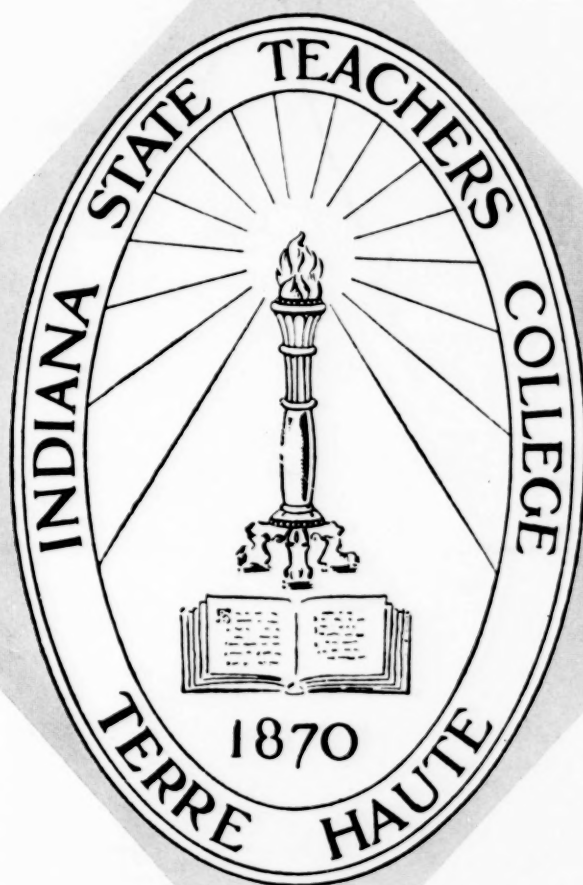


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The Contents of The Journal Are Indexed in The Education Index

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Family-Community Corollaries To Classroom Instruction

The educative process is an on-going continuous process, a never-ceasing procedure of change and adaptation which parallels life itself. Whether the setting is the home, the school, or the larger social scene of the community, the problems of personal growth and development must be met in an interactive network of situations, and solutions to these problems must implement the best that can be offered from any source.

Physical health affects total learning in that it determines the re-active state of the person responding to those stimuli which initiate each behavioural act. The correction of physical defects, the improvement of sub-standard conditions, or the maintenance of satisfactory conditions of health and nutrition require the expert advice of physicians, the use of community agencies, and the understanding, co-operative work of parents and teachers working toward a common objective.

Mental or emotional health is a condition which envelops the whole, and which is a product of the interaction of the individual with other persons with whom he lives and works and plays. It is an end result of situations in which he participates in the family, the school, and the neighborhood. The improvement of poor mental health, or the maintenance of satisfactory emotional stability, demands the expert counsel of psychologists and social workers, and, again, the co-ordinated activities of the individuals who comprise social

situations.

Moral and ethical needs of children have their roots in the home, but require the broad spiritual offerings of the church and its services of worship and instruction to fully meet these needs. In turn, non-sectarian community groups do their part to supplement the family and the church

The *Teachers College Journal* seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of view so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

in their aims of spiritual and character education.

Instructional needs of children are but a part of the growth pattern in the informative, school years. To this part, however, the schools make their major contribution, although they function also in every phase of child development. Boys and girls need to master the tools by which they may learn the traditions and culture which are the backdrop for the drama of today. They need to become acquainted with significant factors in that current drama so that, as actors on its stage, they may interpret fully and honestly the narrative incidents which tell the story. Theirs is but an episode in a universal serial set in the eternities of time and space. The community must provide the stage, the setting,

the actors, and the footlights for this larger interpretation of learning.

Quite in addition to these co-ordinated functions in the learning process itself, the family, the school and the community must look each to itself for an analysis of factors which impede the best development of boys and girls entrusted to their care and guidance.

The family should be the core of spiritual beauty and the development of ethical standards; but it can be the core of friction and dissension, of prejudice and bias, of blame and guilt, which cause problems of emotional

maladjustment in children. It can be a source of poorly organized or ill-planned regimens of diet and hygiene, which lay the basis for physical and mental defect and abnormal development.

The school should be the center of full understanding of the needs and emotions of young children and youth; it should be the basis for the best development of

patterns of thought of clarity, beauty, and intellectual honesty; but it can be a source of bewilderment and contradiction and restraint to the growth of free minds in a free world.

The community can offer the truest center of desirable social interaction as a laboratory in which boys and girls can practice techniques of effective living; but it can also provide the slums and tenements, the inadequate wages, and the segregation of classes and creeds which breed the germs of illness, social dissension, and delinquency and crime.

If education is to contribute its best to the full personal and social adjustment of its pupils and youth, co-ordinated planning of the family, the school, and the community is needed.

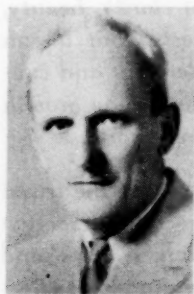
The Community Drama In Adult Education

BAKER BROWNELL

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Adult education and participation in civic activities are the hub of a preventive program in solving the problems of family-school-community relations. Dr. Brownell presents an unusual report of a project in community education which he has conducted at the University of Montana. He is on leave of absence from his position as professor of philosophy at Northwestern University, serving as Director of the Montana Study.

Community drama, of all the arts, is probably the most appropriate to a program concerned with the enrichment of small community life. It is essentially an education in community response, and in these days of decaying, rural folk ways, disintegrating communities and declining family life, a program of education



in community response is critically important. Drama of this sort need not be formal, certainly not professional, but always it must be expressive. It is a response to community experience. Both in its action and its subject-matter it may become important as the dramatic (or active) unity of community life as well as the community's articulate symbol. It reaches both adults and young people. Either as players or audience-participants they enter into that organic unity of human co-operation possible only in the small, face to face community.

In the work of The Montana Study

this folk drama has become an important instrument in the effort to find ways to improve the quality of living and to establish rural community life as an enduring and valued focus of American culture. This three-year project, financed initially by the humanities division of one of the great foundations, and sponsored by the university system of Montana, is concerned primarily with the study of the critical decline in rural and small community life and values under the pressure of advancing urban customs. It is concerned, furthermore, with the ways, if any, in which true community life in Montana and in America can be stabilized and enriched. A program of research, field work and publication has been carried on, of which the experimental field work in small communities in the state seems by far the most important. From these small communities has come a magnificent response. In study groups, in co-operative work with other agencies such as the U. S. Forest Service, in various artistic and educational activities of community interest, it has become clear repeatedly that the small community is our greatest and most neglected educational and artistic resource. In all this work the community drama, or some similarly active and co-operative art, has proved itself of outstanding value.

To be specific: what is community drama? how may it be made and developed? what are the methods and results? A description of the drama project at Darby, Montana, the first experiment of the sort by The Montana Study, will answer provisionally some of these questions.

Darby is a little mountain town of about five hundred people in the forest region, now largely cut-over, of the upper Bitterroot valley. It has a good high school, a forest ranger station, a one-street business district, several drinking places, an intermittent movie house, an auto camp, and the usual scatter of grocery stores, drug stores and dingy eating places that serve the American small community. The church-going part of the town, as in many Montana communities, is not vigorous. Small farmers, lumberjacks, a few large ranchers, a few in-service trades, and the general hit-and-miss of American life support the town. It is far from wealthy. The people in general are generous minded, responsive and, if given even a little encouragement, co-operate vigorously in community projects. They have built a handsome log community house which is much used. If approached with the respect and good nature that most Americans deserve, the people's response is vigorous, hopeful, and constructive.

At the request of the Darby planning council a ten week study group was organized by the staff of The Montana Study and carried through during the spring and summer of 1945. This study group, like others organized by The Montana Study, is a project in community self-analysis. It followed a carefully adapted program of social, economic, and generally cultural studies designed to probe the specific problems and interests of Darby on a background of regional and state-wide conditions. It led to several programs of action in the community. Even more important, it led to a far better understanding of the essential Darby community by all who took part. This study group work was considered essential and prerequisite to any later work in community projects in the arts and expression. It was, furthermore, carefully representative of the entire community, not of some special group or interest, and this led easily to an all-community participation in the drama project.

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Democratic Values In The Community School

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Mrs. Bingham was Associate Consultant to the United Nations Organization at San Francisco in 1945. She received the Gold Seal Award from the State of California for outstanding service to education in the state. She has her A.B. degree from Cornell University, and has done graduate work at that college in Liberal Arts, and also in Cornell School of Law and in the College of Law at Stanford University.

Of all American institutions, the community public school most nearly approaches the ideals of democracy. It is a school of the people, for the people, and by the people. Like all democratic institutions, the American public school did not acquire its democratic characteristics at birth. It has been a process of slow but con-



stant development. It is surprising to see how early in the history of certain sections of our country the school began to take on democratic manifestations. The people who were the early settlers of our nation came from lands where education was anything but democratic. Education was available only to a chosen few: the gentlemen, and representatives of the ruling classes. It would have been natural, therefore, to have seen a similar pattern of education develop in this country. However, from the days of the early settlers in New

England there has been evident the germ of a realization of the importance of education for all, and provisions to make this ideal a reality.

Goals and ideals of worth are difficult to achieve in their entirety. Moreover, as goals are approached, there is a tendency to move them forward to still higher standards of achievement. Public education has manifested this characteristic to a marked degree. It should not be cause for discouragement or condemnation that education has not yet been brought in equal measure to all the people, so long as there is still progress being made towards this goal. The demand for Federal aid in education to equalize educational opportunities, and the improvements in state systems of education, constantly extending the scope of educational facilities and increasing age span, from early childhood to adult, give evidence of wholesome, normal growth towards desirable ends. It is always difficult to speed artificially the processes of democracy.

In early days there was a tendency to consider the school house as a sacred precinct to which only those regularly enrolled as students might have access; this situation has changed perceptibly in recent years. Mr. William Carr describes this former concept of the school as "little islands set apart from the mainland of life by a deep moat of convention and tradition. Across this moat there is a drawbridge, which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the

morning and back to the mainland at night."¹

This description would portray few of our American schools today. In the typical school the moat has been filled in, and there is constant traffic between the school and the community. The citizens move in and out of the schools freely. Parent-Teacher Associations hold meetings in the school house regularly. Other civic organizations consider the school the logical assembly center. Lights burn in the classrooms nightly for adult education classes. The playgrounds are kept open after school and during the summer and are utilized as a part of a community-wide system of recreation. The students sally forth to study the learning situations in the community and to observe community forces in action, thereby preparing to take their places as citizens in their community.

The local public school, directly under the control of the citizens of the community, is the logical place to foster the ideals of democratic citizenship and to train our young people to accept the responsibilities inherent in a democratic society. Although the public schools thus serve the nation in preparing for citizenship, the public school system is not a national tool to be utilized as were the schools in Nazi Germany, Japan and other totalitarian countries. The function of the schools in those countries was to turn out a finished product that would follow the dictates of those in authority without question.

We, too, have an ideal of citizenship in our country. That ideal, however, is not the figment of the diseased mind of a fanatic, but is a concept to which the best minds in the country have contributed—a concept of worthy citizenship that is not imposed on the people, but voluntarily accepted by them because they have had a part in shaping it. The Amer-

¹Carr, William, *Community Life in a Democracy*. New York: National Congress of Parents and Teachers.

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Using Community Resources In The Classroom

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Within recent years attention has centered on the use of community activities as instructional material and media in the schools. As the classroom is extended into the wider social area of family, home, and neighborhood industries, the program of instruction which it offers becomes increasingly significant and meaningful. Dr. Ojemann views community resources as teaching aids from the vantage-point of his position in the Child Welfare Research Station at the State University of Iowa.

What are the resources of a community? What do they include? Perhaps the first items which come to mind are the factories, stores, farms, parks, rivers, mines and lakes. These are all resources and valuable, too,



for enriching class work. But the term includes more than these. It includes people—their knowledge, experience, interests, attitudes and skills. Much has been written about using the factories, shops, farms and all the other material things in the community to extend a pupil's experiences and to make learning more concrete. A trip to a nearby factory can be most helpful in a study of how people earn their living, or in a study of where the things come from that we use in daily living. Classes in all grades, from the kindergarten through the high school and college, have

found field trips, observations and demonstrations most helpful when used in the way the principles of learning suggest.

But, in this discussion it can be assumed that parents and teachers are familiar with these uses of material resources. But can human resources be used, and if so, how?

Here is one example. It has been customary for many decades and perhaps many generations to provide report cards for parents so that they can see how their children are progressing in school. When these reports are examined closely, however, it is found that they tell what the pupil has achieved, that is, whether he is doing high, medium or low-grade work. But they tell practically nothing about *why* the pupil achieved what he did and not more or less. Practically no information is given that will help the parent to guide his child more effectively.

The vast majority of parents as well as teachers are interested in their children and they want to help them. Here is a community resource that has been too often overlooked. The vast majority of parents are willing and anxious to help so that the children will do better work. But if they do not know what factors are producing a difficulty they cannot help very much, for it is well known that any form of behavior, whether it be failure to achieve as much as might be reasonably expected, or failure to co-operate, may be caused by many different factors. Take, for example, a low achievement in mathematics. In one case this may be

caused by the fact that the pupil doesn't see the use of it all. In another, it may be that he does not study in the right way—his methods are poor. In a third it may be that there are some fundamental ideas or knowledge of relationships that he doesn't possess. In a fourth it may be that he has developed, through some condition at home or at school, a strongly negative attitude toward mathematics.

Merely to report that the child is failing in mathematics is not what the parent needs to know, if he is to use his willingness to do his share to help the child. He needs to know why the child is failing—and what he can do. The situation is similar for non-co-operative behavior. This is caused by many different factors, and again, if the willingness of the parent to do his share is to be used, the factors that are causing the behavior must be reported.

That there is an important community resource in the parents' interest and that it can be put to good use was shown in a study conducted a few years ago. A group of parents in a typical community were provided with two kinds of reports: one, the usual kind, giving only the marks received; the other, a revised type, giving the factors that were causing the problem and what could be done to help the child. Ninety-six percent of the parents preferred the latter kind and both teachers and parents felt that it was much more helpful. There is a real community resource in the interest of parents in their children, an interest that can be channeled in directions that are helpful to both home and school.

Another community resource that is often overlooked is represented by the special skills, abilities and interests that many citizens in the community may have developed. Perhaps there is a skilled and artistic woodcraftsman in the community. What better way to help those boys and girls, who are interested in woodworking as a hobby or as their daily work, to feel some of the possibilities of the

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The Improvement of Learning Through Home-School Co-operation

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No phase of the learning process can be identified with the school alone, nor can the family and neighborhood agencies function separately in education. Children live and grow throughout the out-of-school hours as do they in the in-school day. Mrs. Parker describes how co-operative planning can improve both the formal and informal learning of the home and classroom.

Rose Schneideman has said, "We who understand and love (democracy's) ideals cannot but be affected by the tragic happenings elsewhere in the world and we are determined to safeguard our way of life. We have seen foreign ideologies, insidious propaganda, and the most barbarous of wars, divide our peace loving people into bitter factions. Civilization has received a severe set



back in our lifetime and every thinking person must assume his share of the burden if we are to prevent the spread of intolerance and reaction and if we are to recover the culture which evil forces are destroying."¹ She thus places the responsibility of a tremendous and nebulous task upon the teacher and the parent as

members, individually and collectively, of community life.

It is undesirable to view the improvement of learning from the narrow interpretation of the contribution of the home to the improvement of textbook learning for boys and girls, although there are many things that parents can do to aid in this process. They can, for example, prepare boys and girls psychologically and physically to enter school for the first time. They can make visits to school several times before formal enrollment; they can be assured (possibly through participation in the Summer Round-up activities sponsored by the parent-teacher association) that their children are physically fit to enter school; they can teach such skills as tying shoe-laces, buttoning buttons, zipping zippers, and fastening galoshes. Parents aid the school as well as their children when they realize that school is not in the natural order of things but can be either a new and stimulating adventure, or a disappointing and frustrating experience.

Some schools believe this initial contact with school so important that the spring before entrance all parents of beginning pupils are invited to the school for an afternoon tea (often planned by or with the PTA) to talk over with the principal and kindergarten teacher what can be done in preparation for going to school. Attractive mimeographed leaflets are often prepared by school superintendents and made available to the parents at such meetings and are explained and discussed. With

this preliminary planning both parents and children look forward to school as a new and exciting experience.

There are other practical ways in which parents may carefully and conscientiously aid in the improvement of learning. Through home co-operation with the school, they can arrange comfortable and quiet quarters in which boys and girls may do what studying is required in carrying on their school work. They can consider with children which periods of the late afternoon or early evening are best devoted to study in the light of the family demands on the radio; they can plan the use of the radio to supplement work which is going on in school.

Within recent months a small brochure, "Learning to Read," was sent out to the townspeople by a public school system.² It was largely a picture book of school activity, explaining that learning to read is more than a primary grade assignment, that it is "a process growth that has its smallest beginnings in a child's first handling of books at home or at school and continues through life, or as long as one grows mentally. . .

"Parents can make a rich contribution to their child's achievement in reading not by teaching him to read, but by providing a wholesome attitude toward reading in the home, by encouraging the use of good books, and by showing a keen interest in his growth in reading."

This interest starts, no doubt, back in those early years when the little ones sat on mother's and daddy's knee listening to the early nursery rhymes or the beloved fairy tales. Wasn't it Froebel who said, "The child's first school is the family"?

There are other contributions to learning which the home may make in assisting the teacher in community study and planned trips.

They can, on invitation, contribute their talents, skills, and special knowledge to enrich the school ex-

¹Schneideman, Rose, *Democratic Education in Practice*. New York: Harper and Brothers, 1945.

²Madison, Wisconsin, Public Schools System.

perience of boys and girls within the school, sometimes to demonstrate a manual skill; sometimes to draw upon a knowledge of nature or to show colored pictures of some interesting place to which this parent, acting as a "temporary teacher," can take boys and girls to share vicariously her experience.

There are numerous opportunities for outsiders to supplement individual classes or to work directly with boys and girls in the development of projects in which the young people can take part. One high school, for example, had a parent-operated employment bureau at one time and men and women throughout the community were brought in through this agency to explain to young people occupational opportunities which in several cases led to opening new fields of interest and study for the students.

Some time ago an excellent home-school project grew out of the interest of a conscientious 6th grade teacher whose alertness made an oral English lesson one which brought development to parents and teachers as well as boys and girls. She was an active PTA member and became interested in an article on "Sharing the Family Tasks".³ She lived in a community which could well utilize such thinking and in preparation for the lesson the boys and girls were asked to read the article and be ready to talk the matter over together. The principal of the building happened in while the discussion was taking place, and was deeply impressed with the sincerity of the sixth graders and the expression of their point of view on their responsibility for home tasks. The children were invited to become a part of a panel with a few mothers. The mothers, too, studied the article and at the PTA meeting, with the teacher as moderator, the 6th grade children and the parents discussed this real and vital subject. While all were not in com-

plete agreement, there was almost complete participation and learning of many kinds took place, not the least of which was respect for the opinions of others.

Vacation projects bring fun to the boys and girls, and also many an idea for unoccupied summer days.

There are pictorial maps of the town, showing locations of picnic spots, parks and cultural centers; handicraft and collections, and trips to the Art Gallery, Museum, Library, and parks. In addition, churches and organized social agencies told of their recreational, cultural, and educational summer programs.

These are concrete and definite ways in which to aid specifically the work of the school. There are less direct and more involved channels for the improvement of learning through home-school cooperation.

First, there is the building up of close and cordial relations between the school and the homes of the community. School and its work is an accepted part of the whole of family life; meeting of teacher and parent, a recognized relationship. Through this very contact there is a background of security for the child and a mutuality of interest in his success.

Some schools are so aware of the need for this "rapport" of parents with the school that they go to great lengths to achieve it. Recently a two-day Parents Institute was held at a fairly large rural "area" school, an institute initiated by the school staff and arranged by them with the assistance and advice of its more active parents. The children assumed the parents' work at home and the school buses picked up the parents instead. They put in the length of time of a school day. Regular classes were not held as is sometimes the case, but some carefully chosen people in the state were brought in to give short talks on subjects related to the interests of home, school and community. Local needs and problems were discussed and school subjects explained. The regular school lunch was served in its usual manner, recreation of the type offered to the chil-

dren of the school was demonstrated and participation invited and accepted with excellent spirit. The final afternoon's consideration of "How Can the School Help the Home," and "How Can the Home Help the School," brought forth a variety of opinions and ideas which most certainly added to the learning atmosphere of both school and home.

There is increasing concern for the diminishing influence of the home and the weakening of the bonds of family life. There has been a growing question of the responsibility of the school for the teaching of many of the kinds of information which in times past were accepted as the proper responsibility of the home, and many of which ought, for maximum effectiveness, to be given in the home. Citizenship, character training, and home-making surely ought to grow out of the experience and background of the parents, but in far too many cases they do not. And the school, acutely aware of the lack tries conscientiously to meet an obvious need. There is nothing else to do. The time has come, indeed, it seems to many thinking parents and educators, that not only must the schools do as much as they have in the past but far more in the training of young people for the duties of child rearing and home-making. They feel that in the course of changing patterns of living only by strengthening the home can a stable society be approximated.

Several years ago, Joy Elmer Morgan, in one of his "Personal Growth Leaflets," published by the National Education Association, wrote:

"A happy home is an achievement, not an accident. People who do well in their family are likely to succeed in other undertakings. . . . In the family we learn good will, loyalty and cooperation. We learn to do our part and in making important decisions. Here are the roots of democratic government, the foundations of industry, the springs of religion. . . . The greatest ideal of all ages—the brotherhood of man—has its roots in the home."

³"Sharing the Family Tasks." *National Parent-Teacher Magazine*, September, 1945.

Some Effects of Familiar Status on Child Behavior

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Dr. Lyda was a Rector Scholar at DePauw University for his full undergraduate program, receiving the A.B. Degree in 1935. The Master's Degree was conferred by Indiana State Teachers College in 1936, and in 1945 Mr. Lyda received his Ph.D. from Indiana University. He is a member of Kappa Delta Pi and of Phi Delta Kappa. He has been Head of the Department of Education, and later, Dean of Instruction at Paine College in Augusta, Georgia, and just prior to his present position, was Director of Research of the Georgia Advisory Council on Teacher Education.

If teachers are to aid pupils in developing well-rounded, integrated personalities, it is necessary that they have some knowledge of the forces affecting child personality. Teachers should keep in mind the fact that the ways in which the individual child adjusts himself in the classroom are often influenced by forces outside that classroom. We know there are great individual differences in pupils' intelligence, special interests, abilities, and the like. In addition to varying in these attributes, pupils also vary as to their age-place in their respective families, the encouragement or repressions they experience in their homes, and the extent to which they are involved in the struggle of their parents to maintain their home and avoid intolerable situations. In short, they vary as to their familial status.



Since the ways in which a child reacts to various problem-situations are partially dependent upon his familial status, the writer will attempt to describe the influence of this potent factor on child behavior; hence, in this brief discussion, the writer will consider the following elements of familial status and show the effects of each on child behavior:

1. Parent relationships
2. Parent-child relationships
3. Sibling relationships
4. Parents' and family's attitudes

Common observation buttressed by the results of research in the field of mental hygiene indicates very definitely that if the relationships between parents are amicable and serene or discordant and stormy, these types of relationships may be reflected in care-free attitudes and feelings of security in children or in instability and lack of confidence. Furthermore, children who come from homes where the relationships between parents are very tense usually exhibit in their behavior patterns jealousy, fear, grumbling, nervousness, sulking, and crying more than do children coming from homes in which the relationships between parents are calm. These children do not demand the extra attention which is so greatly desired and sought by those whose mothers and fathers are quarrelsome, fatigued, or ill. Evidently, children from homes which lack stability do not possess a certain security which children from better adjusted homes have. Because of the importance of security or a sense of belongingness and its effect upon child behavior, let us examine it a bit further.

The assurance of sufficient food,

clothing, and shelter is ordinarily considered as security for adults, but for children it includes more than this. Security or a sense of belongingness refers to the assurance that the child can go to certain persons under any and all circumstances and be sure of protection, sympathy, and guidance. Normally, such security is furnished by the home. When the child does not have a feeling of security or a sense of belongingness as is true many times in that type of family in which you find drunken, debauched, or quarrelsome, brutal parents, the child is likely to show in his behavior patterns jealousy, fear, grumbling, nervousness, sulking, withdrawing, and various forms of delinquency.

Parent-child relationships are of great importance because of the ways in which those relationships may affect child behavior. If parents are over-solicitous and tend to treat children like babies, their children seem inclined to lack initiative, to ask for unnecessary help, and to cry quite easily. Further, such children tend to leave tasks unfinished, to avoid play, and to demand more attention from adults.

On the other hand, if the relationships existing between parents and children are characterized by irresponsibility and negligence on the part of parents, their children tend to be aggressive. This is diametrically opposed to the withdrawing type of child who frequently comes from homes which may be described as oversolicitous. Most likely, children who are neglected have to be aggressive and have to demand attention in order to get it. It is also interesting to note that children of irresponsible, negligent parents are likely to misrepresent facts to gain their ends, mistreat animals, to take the property of others secretly, to be destructive, and to attack others.

Sibling relationships must also be investigated because such relationships may have a definite influence on child behavior. When there are two children in the family, the home environment is not the same for both

of them. Even if the parents treated them alike, each one has a different brother or sister. The older of two brothers has a younger brother as part of his environment. Contrariwise, the younger has an older brother which is quite a different thing. Some writers have stressed the importance of position or birth order. According to these writers, the only child who receives all the care, never has to share, and who never feels supplanted, might be expected to become over-dependent and at the same time tyrannical. Further, after the oldest child has held the position of an only child for a few formative years, he is dethroned. As a result, we might expect him to develop into a jealous person, who strives constantly to hold what he has and believes in authority and privilege. The second child will be placed in the role of one who continually attempts to catch up. He is a zealous person and has a tendency to rebel against established order. The youngest child, the perpetual baby of the family, might be expected to assume the role of the pet who has no doubts regarding himself but looks to others for service and support.

Investigators in behavior clinics and clinical psychologists who have attempted to check the suggestions regarding family position and its effects on child behavior have arrived at the following conclusions:

1. In general, no position in the family seems to be any worse than any other.
2. The same kinds of personality difficulty just indicated are found in children of every position in the family and with about equal frequency.
3. The birth order of the child is worth knowing because it is suggestive of possible personality difficulties.

A fourth important element of familial status is that of family attitudes. Since adults sometimes pay very little attention to the possible effects of their own behavior, they may create problems for the child because of this thoughtlessness.

If parents are inconsistent in what they require of children, the child is likely to express his emotional uncertainty by habitual hesitancy and indecision in his behavior. Sometimes this is indicated in hesitancy and indecision in speech.

God of our fathers, and of generations yet to come, we bow in devout silence, acknowledging our dependence upon Thy boundless mercy and infinite knowledge.

We pray Thee, Spirit of Wisdom, to lift our souls to the high altitude of Christly thoughts and utter honesty. We are frightened by the depths to which this generation has fallen. Were we to depend upon ourselves or rely on what we behold about us, we would soon despair. We are sore pressed and greatly disturbed, but we know that we are not forsaken.

We thank Thee for the goodly heritage that is ours—for the faith of those who in times past have walked with Thee and were not ashamed. As heirs to a great tradition, we would not forget our indebtedness to past generations nor our obligations to those yet to come.

Deliver from despair and temptation the world's youth, who hold the hope of a better tomorrow. Make each of us valiant in protest against every deepseated wrong. Reveal to our slow-believing hearts the matchless opportunities of this hour for world-redemption.

Grant us, in our doubts and uncertainties, the grace to ask what Thou would have us do; that the spirit of wisdom may save us from false choices, and that in Thy light we may see light, and in Thy straight path we may not stumble, through Jesus Christ, our Lord. Amen.

REV. DEAN A. DALTON,
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If parents are over-severe in the matter of infractions of relatively minor regulations, often the child develops fear patterns which continue into adult years.

Sometimes various members of the family insist upon comparing the achievement between two children of differing abilities. This inevitably means a comparison to the disadvantage of one of the children. As a result of such an emphasis, animosity toward the other child, or resentment toward the teacher for imagined discrimination, or keen dislike for the parent, or distaste for the school in general may follow.

Furthermore, it should be stated that the persistence in the child of undesirable attitudes and habits may not be due to the expressed attitudes or actions of the adults in the home but to a complete absence of their supervision.

In addition to family constellation as revealed in the effects of parent relationships, parent-child relationships, sibling relationships, and parents' and family's attitudes on child behavior, the environment as determined by social and economic factors plays an important role in determining some of the kinds of experience a child will have and conditions his status in the family. The great range in economic wealth which seems to be one of the characteristics of our industrial democratic society is reflected in great differences in living conditions and cultural and social life. At the upper end of the scale one finds a complex and, many times, artificial way of living. The children of the family may be isolated from the adult members of the family. Often they are in the hands of servants who are better trained in the physical care of children than in an understanding of the child's mental and emotional needs.

The children of the average American family face the rough-and-tumble of daily living with parents who are primed to their utmost to meet the competitive demands of our democratic society. For them life

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Home, School, and Community Join Forces To Combat Delinquency

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Social ills are by-products of social forces which stem from factors in the home, the school, and the community. Only through the integration of the goals and services of the individual and these social groups can true social progress be achieved. Dr. Miller shows the simple inter-relationships which can be channeled to combat juvenile delinquency.

No child becomes "delinquent" because of reasons other than those which can be found in his environment—in his parents, or other adults who were in charge of him. It is their neglect, their ignorance, or their faulty method of training him which brought him into conflict with school, society, or his friends.



Sometimes these causes can be easily recognized. There are foreign-born parents who often in the past were imported as cheap labor into mining and other sections of the country. They were failures in their old countries; they are failures here. Modern urban civilization is too complex for them and they are unable to train their children for it; there is often a serious conflict between their former cultural patterns and those of this country.

There are paretic, alcoholic, or feeble-minded parents. There are separated and divorced parents. Forty per cent of "delinquent" chil-

dren come from such homes. The original "we" unit of such a family is broken; one segment of the whole is missing and the foundations of security are taken away from under the feet of the child.

These and similar situations help produce maladjustment in children just as gas fumes of a running car in a closed garage cause death to any living being locked within.

Sometimes the causes of maladjustment are not so clear as the above. They are hidden deep under the surface. There are deep rooted jealousies among children, who were not wisely prepared for a newcomer in their family. There are feelings of children of being neglected and not loved. They are looking at least for attention, when there is no affection. There are subtle hatreds of unwanted children on the part of their parents, and there are subtle hatreds of parents on the part of children who rebel against domination.

Whether the causes of delinquency are apparent or hidden, they can be found in the environment of every "delinquent" child. There is no child who is "fundamentally bad". There are fundamental needs, such as that of being loved, of belonging, of having friends and being recognized as a person of worth. If these needs are not satisfied because of ignorance, or if they are thwarted because of selfishness and ignorance of adults, the child will use every means—even perhaps an anti-social one to satisfy his needs himself.

If the above statements are accepted as basic attitudes toward de-

linquency, the remedies for combating it are apparent. The only logical solution is to discover the causes of the problem and remove them. Possibly the child needs to be taken out of an unfavorable environment and placed in a desirable one.

Every community should have access to a clinic where experts study such children and give advice to the solution of their problem. But the only justification for the existence of such clinics can be if their purpose is the study of such children's environment and the removal of causes of their maladjustment. The only logical procedure would be for the parents and other adults who dealt with such a child to be interviewed by this group of specialists. Their methods of training the child, their personalities, their marital relationship, their ambitions and frustrations should be studied and diagnosed. In some instances the child should be temporarily, and sometimes permanently, removed into a better environment in order to be protected from detrimental influences of the adults. In other instances after the adults have received their training and eventually changed their attitudes, the child would be allowed to return to them. While in many juvenile courts the parents are not even required to appear, in a few exceptions, especially in California, the parents are frequently ordered to seek help of experts or even to take a course in child training.

The schools can be of great service to such children in discovering them and helping them. It is true that many teachers are too busy teaching their subjects. They have neither time nor interest in the background of their pupils. If the child spoils their good attendance record or their classroom achievement record, they just sigh: "What can you expect from him, coming from such a home?" They do not notice the loneliness, insecurity and suffering of such a child. But there is an increasing interest among the educators in the services which a school psychologist and visiting teacher can offer to the chil-

dren. There are several states which recognize the value of such a service and contribute a greater compensation to the salaries of such specially trained people than to that of an ordinary teacher. The money spent on such services has certainly a greater value than if it is spent on correctional institutions.

Such institutions are in most instances still miniature jails. There are a few exceptions, but they are rare. It is true that children are not beaten as often and as severely as they used to be, but the care and the attention which animals in the zoos in some cities receive still compare favorably with the neglect of children in many institutions. The mental cruelty inflicted on such children is often indescribable. The underpaid personnel in most institutions often consists of a group of old, sedate and uneducated people who, in many instances, could not keep any other job.

There are very few institutions in this country where children are trained for citizenship. In most of them, there is no choice of doing otherwise than what routine prescribes. When children are discharged, they often try to make up for that which they were denied while incarcerated, and in most instances, they are sent back to the same environment which produced their original delinquency. The nature of their problem is often completely ignored. For instance, a girl who without proper guidance, especially on the part of her mother, went through premature sex experiences, is locked for several months and sometimes years in an institution with other girls who had the same misfortune, instead of being trained in an environment which would help her understand and practice better the delicate and difficult art of human relationship. It is much like placing a child who has reading difficulties in an environment where there are no books and where nobody reads.

Fifty or one hundred years from now people will look with horror at our "correctional" institutions of today, just as they look to-day with

shame at the treatment of the insane some hundred years ago, when they were chained, beaten, and treated like wild animals or possessed by evil spirits. Most institutions still look at and treat children that way.

The most effective means of prevention of juvenile delinquency is a greater knowledge of child training on the part of parents. The ignorance of average parents regarding child training is often appalling. The fathers often know the names and even the batting averages of all baseball players. The mothers have thousands of cooking and baking recipes which they possibly never use, but are interested enough to collect. But they often do not have the slightest notion about the most complicated and most delicate subject: namely, that of the development of a child. Reading on the subject will not solve the problem, completely. In a complex urban civilization, it is difficult for anyone to train a child without some knowledge of the subject.

There are, unfortunately, some parents whose ignorance cannot be improved by education. They are an inferior stock and they should never be parents. Still a large number of our problem children and later serious offenders come from this group. As long as society cannot prevent them from having children, their offspring should be closely watched, especially by teachers and school psychologists, and as soon as they show the results of incompetence of their parents they should be placed in more desirable environment and thus saved from more serious anti-social activities.

States spend thousands of dollars to help farmers raise better cattle and better crops. Farm bureaus are doing excellent jobs in many states, advising farmers about their problems. But the same universities have often small departments of child development and there are often no appropriations for adult education which would help parents to raise better children. Every year, the same states spend more and more money diagnosing the maladjustments of children and eventually locking them

in correctional institutions after they became problems because of ignorance and neglect on the part of their parents and other adults in the community.

It is not enough for the community and the public officials to become morally indignant about juvenile delinquency, but not to do everything in their power to remove the underlying causes of maladjustments. It is not enough to enforce the curfew ordinance and not to investigate what homes the children have to return to when they have to leave the streets. It is not enough to deliver tirades against delinquency and not to establish playgrounds, open schools every evening, provide free memberships for Y.M.C.A., Y.W.C.A., Boy Scouts and Boys' Clubs for those who cannot afford it. It is not enough to complain about certain homes and not appropriate money for decent children's homes and for foster homes where children could be placed.

In many instances children are only imitating adults when they become involved in antisocial activities. The vandalism which is so often deplored in connection with juvenile delinquency is unquestionably a deplorable situation; but was there not a grand splurge of destruction of the greatest scale during the war when the nation spent billions on destruction of whole cities? The war may have been a "military necessity", but it was at the same time vandalism of the worst sort.

Not long ago the writer had an opportunity to see some four hundred returned questionnaires from high school graduates of three different high schools in Ohio. One question was: "Whom do you regard as an outstanding man or woman to-day whom you would like to emulate and follow?" Most of the students answered that they did not regard anybody as outstanding and that there is nobody whom they would like to follow. This appears as independence in the young people, and in some instances it may be. But one wonders if perhaps these young people did not become cynical because of the

general tendency of to-day of extreme criticism in newspapers and other literature of public officials and leading citizens. Political campaigns are often conducted on a very low level; the honesty and decency of the opposing candidates is often questioned without reason and proof. Recent biographies often stress the human frailties of outstanding men and women without giving proper credit for their real achievement. No wonder that young people question the motives of all adults, including their parents and teachers. Youth do not want blind enthusiasm of the German and Italian youth for their Fuehrers and Duces, but the adolescent age has a right to ideals and fine examples, not just in Superman and Western roughnecks, but in the adults who surround them.

Finally, the same standards should be applied to all children regardless of their origin, the section of city they live in, their race and creed. Annual reports on juvenile delinquency issued by probation departments, Juvenile Courts and similar agencies often show maps of respective localities with some districts all red and others lily white. From such charts, deductions are made that slums and poor sections of a city are breeders of delinquency. It is a great project to stick a pin into a map whenever a case is brought into Juvenile Court from a certain section of the city. But how misleading! Does that mean that there is no delinquency in other residential sections? Ask any practicing psychologist or psychiatrist the number of private cases he has from such sections! However, children from such sections are not called "delinquent" but "nervous", "difficult", or "restless". Maybe they are, but not more and not less than children from poor sections of the city. The only difference between them is that their parents are more loyal to their children, that the police force concentrates its vigilant eye on certain sections of the city and does not see necessary to visit the others. Maybe their parents have means and send the boy to a

Today we honor students of Indiana State in various fields of endeavor. Each one who receives an honor in his respective field has devoted many hours of concentration, has made innumerable sacrifices — in short, it has been work. But work in itself is a game. There has been a different type of game played in the past few years. This game was played on fields without rules of fair play . . . without respect for ideals of the other fellow. It was the game of War, with no holds barred and the survival of the fittest.

Lest we forget, today we want to honor the men of Indiana State who played in this game and gave their lives. War calls forth the worst passions of human nature. It arouses hatred, cruelty and lust. On the other hand, war arouses the best qualities of human nature. One of these is patriotism. Many an enthusiastic lad has said with reference to the American way of life: "I'll fight my heart out for it and if need be, I'll die for it!" White crosses will testify to this.

General MacArthur paid tribute to the American soldier saying: "He plods and groans, sweats and toils, he growls and curses and, at the end dies—unknown, uncomplaining, with faith in his heart and on his lips a prayer for Victory." He passes on unknown except to his loved ones and for those of us who are remembering him today. Greater love hath no man than to lay down his life for another; so it is with these boys they gave for us so that we may pursue our lives in a freedom sweet. It is an attitude of God.

These men will be entered into our Book of Remembrance and we shall keep them in our hearts and in our prayers.

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military school. There are quite a number of such schools in the country and they all prosper, because there are "difficult" children in certain sections of every city. There is nothing improper in the above means; on the contrary, if every parent could use them when it is necessary to help their children, it would be highly desirable. But it is not fair to brand one and excuse the other, for one then begins to believe that enforcing agencies are conspiring against certain groups of the population.

Let me illustrate this by an experience. It was Halloween night. High school boys and girls were down town and caused considerable damage. The next day, they were brought before the Juvenile Court and there were editorials in the local newspapers about the "Vandalism of the Youth To-day". The following Sunday I visited a friend, a minister, living in a "better" section of the same city. Leaving his home in the evening, I noticed considerable darkness in the whole neighborhood, which I had not noticed on previous visits. I found out that the youth of that section smashed most of the street lamps on Halloween night. None of them was arrested, none of them was brought before the court and there was not a single line in the newspapers about it. The parents agreed among themselves to have the lamps replaced at their cost. It was regrettable that the parents of both groups did not succeed in teaching their children to find enjoyment in a better way than in destructive activities and that they did not succeed in teaching them civic pride in their neighborhood and city. It was also regrettable that both groups were not treated in the same way, and that only one group was called "delinquent" and that the newspapers became morally indignant about one group only. Minors in these sections keep late hours too, but are not brought to the attention of the police because their dances and parties take place in the country clubs or private homes with the approval or disap-

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Community Ills and Procedures of Action

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Dr. Smith is state chairman of Character and Spiritual Education of the Indiana Congress of Parents and Teachers, and has contributed frequently to the Parent-Teacher Bulletin. Previous to his coming to Purdue University nine years ago, Dr. Smith was principal and superintendent of schools in several Minnesota and Wisconsin school systems.

The definition of community grows more realistic every day. It is the larger self. One cannot be at his best without helping to improve the community which widens out from the home and neighborhood and school and church to include all mankind.



In locating community ill and planning for procedures of action, the Parent-Teacher Association plays a major role. The P.T.A. is, in a sense, a clearing-house of information between parents and teachers. It may become the means of a general awakening of interest in community betterment for children and youth. John Dewey wisely wrote: "What the best and wisest parent wants for his own child, that must the community want for all its children." Child welfare must become so important that all children everywhere will have the best opportunities possible to develop integrated personalities.

The child is a whole being educated in a total environment. Edward

G. Olsen writes: "All influences which impinge upon the individual educate him in some manner and some degree, for better or for worse. When the school seeks to promote the constructive education of the whole child in relation to his total environment, it commits itself to a conception of education as a community-wide function and enterprise."

The offerings of a community have much to do with what children and youth do in their leisure time away from home and school. Some of the major community ill are: (1) inadequate home life; and (2) harmful influences outside the home.

Elsa Castendyck writes: "There is general agreement among social-psychologists that the child's behavior is definitely related to the extent to which childhood insecurities and fears are overcome and yield to reason and knowledge, and that such yielding is determined by the degree to which the child finds love and kindness accompanying the readjustments and limitations that society sets upon his desires."

The family is the fundamental socializing agency through which the child acquires most of his social and cultural values. Inadequate home life may stem from the following conditions: lack of love, security and a sense of belonging; discrepancies by parents in theory and practice concerning precept and example; crowded homes and lack of privacy; irregular sleep and meals due to staggered work hours of members of the family; insecure financial status, due to un-

employment or illness; unwholesome, insanitary conditions; inadequate nutrition; lack of opportunity for achievement; imposition of adult standards; lack of co-operative living; racial and religious prejudices; parental emotional immaturity; lack of consistent guidance and supervision from parents; and lack of character and spiritual education in the home.

Affecting influences outside the home include: the employment of children under unwholesome conditions that impede their growth, limit their educational progress, or expose them to moral hazards; lack of community control over dance halls, beer parlors and other "attractions"; lack of wholesome recreational outlets; lack of good recreational and leisure-time activities; lack of community facilities for developing wholesome friendships; demoralizing influences of gambling and other vice; undesirable shows and motion pictures; poor supervision of commercial amusement; demoralizing commercial amusements; lack of social group work; "gangs" and undesirable companions; and lack of a well-rounded community program.

Any procedure for action should consider the six educational needs of the individual as expressed by Edmund E. Day:

- (1) to acquire the basic skills, such as reading and writing;
- (2) to cultivate interest or sensitivity;
- (3) to form good work habits;
- (4) to learn to live with one's feelings;
- (5) to protect health and induce good health habits, especially mental health; and
- (6) to cultivate the art of critical thinking.

Any program of co-operation between the community and the home should be based upon an understanding of the nature of youth, as well as their rights and needs. At the School and Home Conference at Purdue University, which was sponsored by the Division of Education and Applied Psychology in December, 1944, a committee described the typical youth as one who shows these characteristics:

(1) is in the process of developing or failing to develop judgment, dependability, persistence, and industry; (2) has real problems—social, health, educational, and vocational problems; correctly considers each of his problems to be of major importance and fairly desires that his problems be given sympathetic and intelligent consideration; (3) craves attention and recognition; (4) varies from his classmate in rate and degree of development; (5) seeks wholesome opportunities for emotional releases; (6) is curious and idealistic about life; (7) is disposed to seek adventure and new experience; (8) strives for social, physical, moral, spiritual, political, and economic competence; (9) desires to be respectful and loyal to the school, the community, the state, and the nation; (10) needs group acceptance and approval; (11) is responsive to all sincere appeals, but readily detects insincerity; (12) wants to feel his family is as good as the family of other youth he knows; (13) resents discrimination against himself or his family; (14) is less prejudiced and more world-minded than the preceding generation; (15) has a great longing to be responsible and grown-up, but also has recurring doubts about his own adequacy; (16) has within him conflicting forces best managed with the aid of counsel with wise and well-intentioned adults.

A survey may deal with a single feature, as a plan for recreation for a given neighborhood, or it may involve a general overview or cross-section of the community. It is fundamental to seek information of the community which is of genuine significance.

Bess Goodykoontz of the United States Office of Education, in a bulletin, "Know Your Community", lists ten aspects of the community with questions and suggestions for making a survey. The ten areas covered are as follows:

- Size of the community
- Location
- History
- The People
- Making a living

Community organization and government

The community's health

Recreational and cultural opportunities

Housing

Welfare services.

A well-administered survey will bring out some community ills related to health, education, home life, recreation, and social services. Recognition of these ills brings about an increased acceptance of the philosophy that the strengthening of basic services for the welfare of all children is the best preventive of the problems of unadjusted children and youth. A survey should explore existing facilities and find out whether new ones are needed.

The schools, family and/or child-welfare agencies, health services program, group workers and recreational leaders are in strategic positions to identify early problems of behavior and to offer aid at a natural point of contact.

In current debate over 'teen-agers, the pendulum has swung between "What is wrong with our children?" and "What is wrong with us?" One result is that the average parent finds himself bewildered.

To help end the confusion, a group of individuals of the Jewish Board of Guardians, of the New York Federation of Jewish Philanthropies, met to plan a series of studies and papers based on the experience of the agency. Out of the Board's discussion came the effort to put down ten simple points covering young people's rights. What follows is substantially "The 'Teen-Age Bill of Rights" that was there summarized by E. E. Cohen.

I. *The Right to Let Childhood be Forgotten.*

The 'teen-ager likes less than anyone to be reminded that he was a child only yesterday. Parents often hate to give up their child's childhood—his cuteness, his naive tricks and remarks. At times, children feel that their parents are living in the past, and they do not understand them. There is nothing quite as infuriating

as the tolerant smile—"After all, you're still just a child."

II. *The Right To A "Say" About His Own Life.*

Decisions affecting the 'teen-ager should be made largely by him—certainly *with* him—never *for* him. At every stage parents resist dropping control over children. A child is born completely helpless, completely dependent, and, by immeasurable degrees, takes on small responsibilities. In the process of growing up it is the wise parent who can gauge when the child is ready to do something for himself. It is hardest for both parent and child during his adolescence, because then he is reaching out toward adult responsibilities and is most jealous of his independence; and at that point parents are most anxious that decisions affecting his future should be wise ones.

III. *The Right to Make Mistakes, To Find Out for Himself.*

Parents see a 'teen-ager grown-up one day and childish and scared the next, and find it difficult to take the grown-up part seriously. But that is the more important part, because it is the growing part. He needs to be encouraged, even at the risk of mistakes, but he should not be "thrown on his own". The parent does well not to laugh when something goes wrong, since it is part of the process of learning.

IV. *The Right to Have Rules Explained, Not Imposed.*

The 'teen-ager realizes that there are restrictions on his freedom laid down by society or by his parents which affect his behavior, his work, his schooling. However, he insists that he understand these restrictions and their purposes, and that they be administered fairly.

V. *The Right to Have Fun and Companions.*

The 'teen-ager wants a full and rounded life, fun as well as work. He wants an opportunity for companionship, playing, dancing, reading, having friends. When the community does not provide it, he is forced to seek it himself. Parents who

dislike unsupervised cellar clubs and poolroom hangouts have a responsibility to help set up organized community centers. Youth will seek its social centers and their level depends on what society offers.

VI. *The Right to Question Ideas.*

Ideas and attitudes are not necessarily right because they come from an adult. The 'teen-ager does not consider any question closed to him. He has a right to question and to get an answer and to argue things out. He is interested in the how in a much more critical way, taking very little for granted. When he injects himself into a discussion and is told, "You don't understand" or "This is too deep for you; wait till you grow up," it is natural for him to figure that "Maybe you don't know" or "You've been avoiding the issue."

VII. *The Right to Be at The Romantic Age.*

To the 'teen-ager, love is serious. When a 'teen-ager falls in love, he falls hard; there are no reservations. It may be a "crush" to his parents, but to him it is the real thing, even though very soon he will see virtues in someone else. The 'teen-ager has a right to brief dreams.

VIII. *The Right to A Fair Chance and Opportunity.*

The 'teen-ager wants opportunity in education and vocation, and he wants to be able to compete fairly for them regardless of sex, race, color or creed. When these opportunities are denied, his frustrations are deep and sometimes explosive.

IX. *The Right to Struggle Toward His Own Philosophy of Life.*

Each generation feels that it is the future. To the 'teen-ager nothing is more important than to find out where he fits in in relation to life around him. It is a serious quest, often a painful one. The wise parent will stand by him ready to help and giving help when he senses that it is sought. It is always sound for a parent not to be dogmatic, and it is especially important to be flexible and understanding toward this search on the part of his child for a philosophy

of life. Parents reach wisdom when they understand that a child's rights and a child's needs are synonymous, for practical purposes. They must learn the real art of letting a child test out his own muscles, while at the same time they are always at hand if needed. That is the real key to a secure relationship between a parent and his 'teen-age child.

X. *The Right to Professional Help Whenever Necessary.*

The 'teen-ager is growing fast in mind and body. When something interferes with that growth or his personality adjustment or with his health, the necessary professional help should be available to him either through his parents or from community resources.

A program for developing a community recreation program for young people will include: (1) a plan for the whole community; (2) youth participation; (3) allocation of responsibility for provision of services; (4) development of neighborhood activities; (5) strengthening of existing services; (6) use of school and church facilities; (7) development of new play spaces; (8) finding capable leadership; (9) diversification of teen-age activities; and (10) securing of community support.

"Teen Town" in New Orleans provides recreation and amusement for young people who operate their own snack bar and lending library; they have organized art classes as well as a swing band. The teen-towners are governed by a Youth Council made up of officers elected by themselves, which meets regularly to settle problems and form new policies and which is supervised by a paid director who gives counsel and makes suggestions. Plans are in progress to organize other centers, since the membership rolls had to be closed at six-hundred youth.

A pastor conducts his own recreation center in the basement of the United Presbyterian Church in Des Moines, Iowa. Children of all faiths come to play, work, sing, dine, and study, and generally to have a good

time under leadership without undue control. The spirit of camaraderie is fine, and there are few problems of discipline.

The P.T.A. of Alameda County, California, conducted a useful survey to find out the population of the area, the number and ages of children; number of children employed; number of children left unsupervised day or evening; the facilities available; and specific wants of the boys and girls.

Weekday religious education in Indianapolis and Marion County, Indiana, has provided an information sheet for parents, relating to teaching of the Christian religion to the children of the public schools under the law of 1943 granting up to two hours per week from public school time for this purpose, whenever parents give written request to the school to release the children for this purpose.

Recently, the author of this article read 285 themes written by juniors and seniors in English classes in nine representative Indiana high schools. The subject of the themes was: "Things that can be done to bring about better mutual understanding between the high school and the home." No names were signed, and a reading of them makes clear that the students wrote with real sincerity. A record was made of the suggestions given to promote better understanding between the school and the home. The four major types of suggestions which were highest in frequency are given in the following tabulation:

MAJOR TYPES OF SUGGESTIONS		TOTAL
<hr/>		
Organize and Use Parent-Teacher Association		
School and Home Visits.....		151
Publicity		52
Conferences		26
<hr/>		

The following quotations from the themes will indicate clearly the value of the P.T.A. in assisting in the solution of some community ills:

"I know of nothing that would bring about the desired results better

than a stronger participation in the P.T.A. I tried to get my parents to attend, but they argue that they haven't the time, or they don't mix well with the upper class."

"If a P-T system were installed in the school, curriculums could be studied and perhaps improved if the parents were conscientious about the welfare of their child and other children. I believe if a P.T.A. were worked out to meet regularly many problems could be ironed out. Adult education is even better, particularly for parents with no high school education and for all parents with children in school."

"Through the P.T.A. study clubs and discussions with teachers, children would be better understood and helped to become law-abiding citizens with strong characters."

In a recent book, "The Parent-Teacher Organization: Its Origins and Development", Edgar Dale gives some specific achievements of the P.T.A.:

(1) co-operation in shaping the course of study their children are to follow;

(2) enabling the exceptional or the handicapped child to obtain training suited to his individual needs;

(3) legislation for the protection of children and youth, with special emphasis on child labor and all other forms of youth exploitation;

(4) through its extensive surveys and practical co-operative work, the P.T.A. has definitely improved housing and good sanitary conditions all over America;

(5) in some communities young people have been helped to organize a community of their own, a "city within a city" in which they learn the duties and responsibilities of citizenship;

(6) contributions to health education through study courses, through addresses and conferences and consultations with physicians and nurses and public health agencies—above all through its major health project, the Summer Round-Up of the Children; and

(7) continuous compilation and distribution of new information about furthering the physical, mental, and spiritual development of children.

Some practical helps and general suggestions for solving problems of unadjusted children include:

(1) the obtaining of youth leaders and youth workers with the ability and inclination to co-ordinate activities;

(2) insistence upon the maintenance of high standards of ethics and efficient discharge of duties on the part of law enforcement agencies;

(3) encouragement, support and assistance to youth-serving agencies in the community;

(4) support, assistance and encouragement of all programs for the proper care of children whose mothers must of necessity partake of gainful employment in order to provide the essentials of life;

(5) teaching of other parents that primary responsibility lies in the home;

(6) support, assistance, and participation in any program dedicated to teaching good citizenship;

(7) encouragement and participation in religious training and assist churches in setting up leisure time programs for youngsters;

(8) knowledge of individual capacities and abilities of children;

(9) knowledge of normal child behavior for different ages and periods of growth;

(10) the acceptance of new ideas; and

(11) the teaching of children to meet problems fairly.

A co-ordinating council should be organized to include groups and individuals who in an advisory capacity will co-operate to remedy community ills in a given local community. Find out the community ills that threaten the development of integrated personality among children and youth, and then do something about it through a definite procedure of action. If a survey indicates a lack of suitable recreational centers and

activities, the council should bring the need to the attention of the recreational agency, the school or the group that can promote prompt action to solve the problem.

A bulletin, "A Guide to Community Coordination", published in Los Angeles, stresses the general purposes of community coordination thus:

(1) to promote co-operation among organizations and citizens interested in making the community a more wholesome place in which to live; (2) to foster the co-ordination of efforts of the foregoing organizations and individuals in order to meet the needs of the community more effectively; (3) to sponsor the study of resources, conditions and needs; (4) to advance the education of the general public regarding conditions to be improved; and (5) to secure democratic action in meeting local needs through existing agencies, organizations, and institutions.

The Parent-Teacher Association, in co-operation with other community agencies, should explore carefully the community influences that affect children and youth, such as health activities (playgrounds, nutrition, clinics, physical examinations, and the health of babies); child labor laws and their enforcement; control of amusements affecting children; protection of girls; and scholarship aid to poor children. A vigorous attack on community ills requires the teamwork of all who are concerned with children's problems or conditions that affect children. This requires competent leadership and a framework within which all community groups and citizens can co-operate to review the local situation, discover needs, and plan for effective and prompt action.

The keenest and most sympathetic study of behavior patterns and impulses should be made. Only through a friendly, abbreviated living of the unadjusted child's life over again with him, following the sequence of time and events, can there be any sound understanding of the genesis of his problems.

Looking Towards Tomorrows Education

AGNES SAMUELSON

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Education moves forward by means of far-seeing plans which today look ahead to the needs of the future. From the background of the national panorama, Miss Samuelson discusses proposed revisions in our programs for the country's schools.

The atomic discovery marks a turning point in human affairs; it has brought humanity to new crossroads of life and death. The fate of civilization hangs upon the use to be



made of atomic energy. Its destructive use has been demonstrated. Used constructively, it has possibilities for good which stagger the imagination.

The problem which faces the world at the dawn of the atomic age is clear: to use atomic power for the enhancement, and not the annihilation of civilization. The handwriting on the wall is clear: *People must master things or they will be mastered by things.* Technology must be made the servant, and not the master, of mankind.

To that end man will be greater than the work of his hands. He will meet the imperatives of survival: the control of atomic power and the development of international organization for world security. Progress in these directions cannot wait.

The situation is just as simple as this; or just as profound. Education must win the race over catastrophe—

and speedily. Moral and intellectual leadership must catch up with intellectual advancements. Atomic energy must be placed under moral law and put to work on behalf of mankind. The world charters must function effectively.

These elements in the present scene are being emphasized by scientists who know all too well the dangers which lie on the threshold of the atomic age. They repeat the fact that the answers lie in the heart and mind. In the words of General Douglas MacArthur: "It must be of the spirit, if we are to save the flesh."

These conditions impose a solemn obligation upon schools, homes, and churches, to build peace into the purposes of men. Education is being built into the machinery of peace through UNESCO. The responsibility upon education to promote world peace is, therefore, official as well as inherent. Now is the time to build that one world in which nations live together as friendly neighbors.

Schools are obligated to develop the attitudes upon which international relations depend and to train the leadership needed to help make the United Nations work. Schools are concerned with the preparation of children and youth for the world in which they are to live. This is a mission in which parents may well lose themselves in order that the children may find themselves.

Many new tasks come to the top as schools revise their programs in terms of reconstruction needs. The *reconversion of the program* is number one on the agenda. This means

new emphases upon such areas as science, health, mathematics, social studies, vocational education, homemaking, and so on. In fact, the entire program should be evaluated in terms of current conditions and long-term needs.

The upward and downward expansion of the program to include adults and young children is overdue. The same is true of the extension of educational services to small communities. Opportunities for exceptional children should be broadened. The education of veterans is a part of the picture.

The present scene underlines the importance of bringing effective education to all our people without delay. It capitalizes the need of making the program come alive in terms of the pressing problems precipitated by the scientific developments of the hour.

The rebuilding of the teaching profession is also on the agenda. The teaching crisis is still critical. Several factors operate to produce teacher shortage. Many thousands of teachers have left the classrooms to assume better paying positions in industry and business; not from lack of interest in teaching, but because salaries have not kept up with increasing living costs. Wives of service men who helped out during the emergency are returning to homemaking as their husbands come back from military service.

Demobilization will help somewhat, but it will not solve the problem of teacher shortage. Some military personnel will return to the schools, but many veterans will not do so. In addition, the intake does not equal the exodus. During the war, teacher education enrollments decreased about 60%.

The remedy lies in the advancement of the status and standards of teaching. The profession must be made more attractive as a career to talented young people.

Another big problem on the agenda is the *financing of schools*. Education is an investment which pays economic as well as social dividends.

The United States Chamber of Commerce has published some facts along this line. Where schools are best, average incomes are greatest, retail sales are greatest, rentals for homes are highest, more telephones are used, and more magazines are read. Education pays; ignorance costs. It takes about \$105 to educate each child in the public schools as contrasted with \$500 for a child in a home for delinquents.

Revenues are means to the end. They make possible the physical facilities, improved program, and qualified personnel. The local, state, and federal governments should share in the school investment. Equalization measures are needed now to assure good schools for all our children.

Wrapped up in the issue of finance is that of administration. The school codes in many states need revision in order to facilitate district reorganization and to improve county and state school administration.

How well the children of today will succeed tomorrow depends upon the kinds of homes, schools, churches, and communities in which they grow up. Herein lies the challenge to parents and teachers to join hands in improving the educational program in the light of the tasks ahead.

The National Education Association and the National Congress of Parents and Teachers have recognized the values of joint thinking and action on common problems affecting the growth and development of children. To that end they have issued a brochure entitled *Looking Toward Tomorrow's Education*. This bulletin contains topics for study and discussion at local parent-teacher and faculty meetings. Such areas as modern fundamentals, practical goals, organization, personnel, finance, federal support, public relations, school staff, boards of education, and community agencies are included.

The parent-teacher groups may well take the initiative in mobilizing community action on behalf of children. Co-ordinating councils have been effective as clearing houses for thought and action in some places.

Whatever the procedure, parents and teachers have nothing to lose and everything to gain by working together along the mutual goals. The beneficiaries are the children and youth of today who will advance the colors of humanity tomorrow.

BROWNELL

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The drama itself was named "Darby Looks at Itself" and was written, produced and played by Darby people themselves. Bert B. Hansen, Professor of English at Montana State College at Bozeman and now doing full-time work with The Montana Study, was a moving spirit and consultant. Although his assistance was invaluable, he was in no sense the writer or producer of the play. The method used in this folk drama, it should be noted, was very different from the usual school or club play working over a purchased, professional script—often an outworn Broadway production—and directed with professional or pseudo-professional intensity and indifference to the normal community rhythm. A Darby woman, Mrs. Lydia S. Cole, directed the play.

The Darby drama was developed slowly after many discussions and organizational meetings. Finally plans were made to create what turned out to be a kind of modern morality play, consisting of a series of comparatively independent episodes in the pattern and dynamics of the community's life. These episodes were assigned each to a planning and writing committee and later to a producing and acting group who carried it through the final presentation. The first three episodes, for example, symbolized three different stages of the conservation problem so critically important in Darby's existence. In each the Devil appeared, first in conventional garb, later in civilian clothes, and urged the people on in a course of ruthless cutting of timber, soil degradation and destruction of wild life. And the people listened, until at last they saw through the

Devil's wiles and threw him out the window. Other episodes dramatized the problem of returning veterans, health, a town clean-up. A humorous skit by high school students satirized the youth, age conflict. The austere and prestigious garden club, dressed in grab-bag clothes, put on another humorous skit. The city council—in actuality—met on the stage and passed officially certain measures appropriate to the occasion.

And so on into the night the episodes followed one another to the huge delight of the audience and of the community in general. The work was far short of Broadway standards of technique. In fact it was what might currently be called "corny," but was immensely expressive. It was Darby speaking. If any man can find a more valid standard of significant drama, let him speak now.

Of Darby's population of five hundred souls, some one hundred twenty-six were in the cast. The rest, or most of them, babies, youths, middle-aged and the old, were in the audience, the largest, it is said, in Darby's history. In the cast were children of three years and old people of more than eighty. The cash outlay for the entire play (for mimeographed programs) was less than five dollars. Costumes and other properties were made by the sewing club and similar organizations. The songs were sung by the school chorus. Two songs were specially written for the occasion by neighbor Johnson, a composer of Bitterroot valley. The proceeds, based on an admission charge of fifty cents, went to a worthy local cause. The movie house closed for the event that night, and it is said, wonderful to relate, that two beer halls also closed. It is planned to continue the Darby drama year after year, and the movie and the beer halls no doubt will continue to close in its honor.

Darby has created a drama of its own. It has given expression, simply and engagingly, to its own problems and its own culture. Crude the work may have been according to the refinements and snobberies of much professionalized art, but it was ex-

pressive, vital and above all participative in the significant life of the community. In this important way it was superior as art to most of the perfected, highly refined but culturally superimposed art of the professional theater.

The success of the Darby folk drama has several factors in it that should not be forgotten. The drama, first of all, was not an isolated effort by one group in the community. It was an all-community affair, fully as much so as, say, the community chest program, and was developed at the conclusion of a ten-week study-group program and in the midst of, and as a part of, other significant community projects. The drama, again, was written and produced co-operatively by the community. It was original and native in this sense. It served an important adult educational function in becoming a co-operative, community response to the living experience of the group.

Other projects, with local variants, are being carried on by The Montana Study in this field in other communities. A historical pageant-drama, around the early Montana mission at Stevensville, is underway for autumn presentation. A county fall festival with western dancing in the streets and feasts and shows of local origin is being planned in Conrad. In other communities projects similar in function and effect but different according to the resources and interests of the communities are under way. In all of them the dramatic factor—namely the dynamic symbolization of the community's life and problems—should be, and usually is, an essential part of the program.

LYDA

(Continued from page 32)
consists of moments of great happiness following a series of tense moments of uncertainty, rage over childish and thoughtless pranks, and warmth and affection when a peaceful hour has been found.

There is a third group at the lower end of the economic and social scale whose problems are intensely eco-

nomic. Here one finds "a bitter struggle for actual food; a constant series of evictions; a beaten father petulant and swearing or forgetting in drunkenness; an overworked mother worn out with child bearing; and children unwanted, hungry, unhealthy—snatching what they can from a life that offers them only undernourishment, slum-culture, and distorted personalities".¹

¹Driscoll, G. P. and Meek, L. H. "The Influence of Early Childhood Experiences Upon Personality Development". *Bulletin of the Department of Elementary School Principals*, 15:501, July, 1936.

OJEMANN

(Continued from page 28)

art than to have them stimulated by the association with such a personality? Perhaps the craftsman and his art can be brought into the classroom for many demonstrations, or the class can be taken to his workshop.

Perhaps there are some stamp collectors in the community; or there may be some who have developed the arts of weaving, painting, sculpturing, landscaping or writing. Perhaps there are representatives of the hosts of other interests that may become the basis of a vocation or avocation. Eager children can be put in touch with them so that they will catch that appreciation and enthusiasm which makes the difference between a vital personality and one traveling "on the misty flats".

There is a third resource that is often overlooked; it requires some explanation. One of the hardest problems facing education at the present time is the motivating of school work. The strong, healthy, thirteen-year-old boy, who drives the tractor and does most of the plowing and other farm work, wants to quit school and run the farm. Work on the farm is so much more real and challenging. Studies of such cases show that it is not until the boy reaches the age of twenty or twenty-five that he begins to regret his decision and wishes he

had gone on to high school. But then it is too late. How can such a boy be motivated to go on to school?

Here is another example. Before World War II a great many students in the elementary and, especially, in the high school, could see no use in mathematics. When the war came upon us, the Army and Navy found they had to teach many men the elements of simple mathematics. Somewhat the same could be said about natural science. The Armed Forces had to take time out to teach elementary physics. Why was this? Why do we have to wait for a war to motivate learning in these areas for such a large part of our population?

One more example may help. Any mature adult who has listened to the typical classroom discussion in history, physics, literature and, often in science, too, knows how superficial and far from vital for many pupils the subject matter is. One can read about a war in a text book, but, somehow the sacrifices do not become real except by direct experience with them. For some reason the ordinary textbooks' description of man's struggle to build a better world does not bring out the realities. For many, it is only until they have lived through difficult times that the real meaning of the problems of life appear.

In the area of literature the picture is often very striking. How many students, for example, can appreciate the real meaning of such lines as:

"But trust that those we call the dead

Are breathers of an ampler day.
For ever nobler ends."

or:

"Ah, love, let us be true
To one another, for the world
which seems

To lie before us like a land of
dreams,

So various, so beautiful, so new,
Hath really neither joy, nor love,
nor light

No certitude, nor peace, nor help
for pain."

Can community resources be used to help in this problem of motivation? Here are some possibilities.

Perhaps the young adolescent, who is about to leave school without completing his fundamental training, can be put in touch with someone who can speak from direct experience of what it means to be handicapped by a lack of training, someone in the community who is now in the neighborhood of twenty-five or thirty years of age and who has learned "the hard way".

There may be those in the community who have learned in their daily experience what items about mathematics or science or any of the other areas have helped them to achieve something significant. They may be brought into the classrooms and pupils encouraged to visit them for a "straight-from-the-shoulder" discussion.

Some in the community will have passed through a period when despair was all about them, as in the dark days of World War I, or the Depression, and then over the years have seen a justification of the faith that perhaps man can gain some control over problems facing him. His progress may be slow but some of the problems such as pestilence and disease have already come in part under his control. There are doubtless some who can describe firsthand what it means to struggle with the great problems of prejudice and ignorance which the poets saw so clearly; they can point out what it has meant and what it may mean to gain control "for ever nobler ends". These are community resources, indeed.

MILLER

(Continued from page 35)

proval of their parents. Epilogues to their dances are not held in old Fords or on the streets, but in parked Packards and Chryslers.

The same discrepancy applies to truancy from private schools. I have seen many such children who were called "nervous" or were "afraid of school" but were not called "truant" and were not brought before the court.

The problem of "juvenile delin-

quency" is often exaggerated. For the last twenty-five years there have been many delinquents in schools and in institutions where I have been working. But there have also been thousands of fine young men and women walking to schools in the same cities which housed these delinquent boys and girls. There are a certain number of children in every school who have heart troubles, who are tubercular and physically handicapped; it has been possible to reduce their number in the last years to a considerable degree by proper care and help. The same must be done with delinquent children.

Only by recognizing society's mistakes and eliminating the causes of difficulties in children's behavior, can the "growing wave of delinquency" be reduced. Only when all means of removing the causes have been exhausted are we justified in being concerned about it. Every "delinquent" child is a victim of circumstances in his environment. From them society can learn its own mistakes and blunders, individually and as a group.

BINGHAM

(Continued from page 27)

ican public school has been challenged to prepare its people for responsible, democratic citizenship; the challenge has been accepted.

The potentialities of the community school as an educational agency are limited only by the vision of the people, through the right of the ballot, those directly responsible for the school receive their mandate directly from the people of the community. The local school, therefore, is just as good as the people of the community desire it to be. This does not mean that the educational leadership of the community should not accept the responsibility for moving forward the educational aspirations of the community. This local educational leadership is particularly effective when it takes the form of democratic group action such as is possible through a Parent-Teacher Association.

A democratic institution has two principal prerequisites for successful operation: (1) wise, inspired leadership; and (2) close, understanding relationships with the public it serves.

As in other phases of human activity, these conditions can be most effectively provided through organization procedures. There has been an increase in the general public interest in education through organized effort in this direction. Non-professional leadership is growing in both quantity and quality, even while there has been a lag in the preparation of professional personnel. Full use is not yet made of the facilities for training teachers and school administrators, and recent enrollments in teacher training institutions have dropped noticeably. At the same time the need and demand for adequately prepared educators is increasing. When the incentive in vocational choice is personal profit, the teaching profession makes little appeal, as the compensations in this field have been most inadequate in the past. There has been considerable improvement in this respect recently, due to popular demand that sufficient compensation be offered to attract qualified, competent personnel to the public schools.

However, something more than an increase in financial return is needed in the recruitment of educational leadership. A recognition of the importance of this service from a civic point of view; the removal of narrow restraints on personal liberties, expressions of appreciation from the community served, and a place of respect and prestige in the community—all these are changes in public attitude which will be effective in the recruitment of educational personnel and in the attraction of the right people to the teaching profession than can be accomplished by a simple increase in salary schedule. A community with proper realization of the importance of education should take immediate steps to improve the conditions under which teachers serve the community.

The Parent Teacher Association is

most valuable in establishing a closer relationship between the school and the people they serve. A record of the achievements of these organizations shows that they have consistently been in the lead in bringing to the people of the community a recognition of the value of a modern educational system and creating a demand for the best educational facilities available. This has been done on national, state and local levels. The National Congress of Parents and Teachers has worked steadfastly for federal aid in education. On the state level, the organization has co-operated in educational surveys, bringing the findings and recommendations to the people through publications and meetings, and sponsoring the legislative procedures necessary to achieve recommended improvements. In local communities, the parent-

teacher associations have promoted local school bonds to provide adequate school facilities and have worked closely with the school boards in the improvement of the local educational system. These organizations have been the media through which educational authorities have been able to reach the people to inform them as to modern democratic school procedures and to encourage participation in shaping educational policies and developing a curriculum suited to the needs of the community.

The modern school recognizes its responsibility for improving the quality of community life, and frequently exercises this responsibility through the opportunities offered by the Parent-Teacher Association. The necessity for proper child care and guidance, and the importance of home and family life in determining the

standards of the community are successfully promoted through the medium of such associations.

The Parent-Teacher Association is an appropriate organization to interpret the schools to the people. It was organized for that purpose and has the conviction and enthusiasm characteristic of volunteer effort. The organization is as democratic as the public schools themselves, welcoming to membership people of all races, creeds, political convictions and social status. It presents an excellent cross-section of the community. It operates democratically, selecting its leaders from its own ranks and determining its policies and plan of action by the will of the members. Outstanding educators in large numbers have enthusiastically endorsed the organization as an able and indispensable ally of the public schools.

...Around the Reading Table...

(Unsigned reviews in any section are by the editor.)

PROFESSIONAL

Revista de la Asociacion de Maestros. Published monthly in Porto Rico. Nov. 1945-March, 1946.

The *Revista de la Asociacion de Maestros* is the official organ of the Teachers Association of Puerto Rico, now in its fifth volume. It is published at San Juan eight times yearly, and its director is Luis Munoz Souffront.

According to an editorial published in the November issue, the Teachers Association is thirty-one years old and numbers some 7,000 members. The association is always ready to defend the interests of its members, when their cause is just.

The editorial proceeds to denounce the custom of requiring a teacher who has been absent from the classroom, to bring to the principal or superintendent a medical certificate of illness, maintaining that this causes useless expense to the teacher who, after all, is in the majority of

cases honest, so that his word should be as good as his bond. On the other hand, the dishonest teacher will find it easy to buy a certificate from some unscrupulous practitioner. The editorial ends with a plea for respect for the dignity of the profession.

Elsewhere in the November issue, in the section labeled "Orientaciones y Critica", is an article by Angel Hernandez on the attitude of the teacher toward supervision. The author laments the fact that in too many instances Puerto Rican teachers express or at least give evidence of an aversion to supervision that ranges from outright hatred of the supervisor to an attitude of humble resignation to the necessity of enduring his visits. Some teachers even absent themselves purposely from class on the day that they expect the visit of the supervisor, while others say to him: "Be sure to come tomorrow. I want to get it over with." Still others make a show of listening

to and agreeing with the suggestions of the supervisor, only to revert to old practices once he has disappeared.

The article also complains of manifestations of displeasure on the part of teachers when professional meetings are scheduled, as well as the tendency on the part of some teachers to watch class demonstrations as though they were "spectators at a circus."

After detailed suggestions for improving relations between the supervisor and the teaching personnel, Mr. Hernandez concludes by saying that the weakness lies in the lack of democracy on the part of the supervisors themselves, who could, by tactfully letting the teacher feel that suggestions for improvement are his own rather than those of a tyrannical supervisor, secure a much greater degree of co-operation and a higher morale.

An editorial in the December issue

concerns the selection of the Commissioner of Education. It protests against the system now obtaining, whereby the Commissioner is chosen by the President and confirmed by the Senate of the United States, neither of whom represents the Puerto Rican people in any truly democratic manner. Furthermore, the said Commissioner is responsible, not to the two millions of inhabitants whom he serves, but to those who appoint and confirm him. The Puerto Rican Teachers Association is actively demanding a more democratic procedure. The editor takes occasion, at this point, to quote resolutions previously published, in which the qualifications of the ideal commissioner are enumerated: preparation, experience, and attitudes. The reader is left with the impression that the Puerto Rican teachers feel that their commissioner is not always as enlightened as those whom he is selected to lead and direct.

Also in the December issue is an article by Pedro Salinas, entitled "Los Ncevos Analfabetos" (The "Neo-Illiterates").

Mr. Salinas first refers to the distinction usually made between illiterates and literates, the former a great multitude of wretched creatures stranded on the shores of a great sea upon which they cannot embark; the latter the chosen few who have the good fortune to have learned that *c - a* is *ca* and that *c - o* is *co*, and who, thanks to this acquired wisdom, can decipher the magic word "Coca-Cola"!

But Mr. Salinas begs leave to suggest a more appropriate method of classifying human beings with respect to so-called literacy.

Man is born illiterate *in actu* but literate *in potencia*. The illiterate is a potential literate. The state proceeds to teach him how to read. But, having done so, may it rest assured that he *will* read? If so, *what* does he read? *How* does he read?

The state of complete literacy is rarely attained, according to Mr. Salinas. Those who, having learned to read, do not go forward to the full

exercise of their newly acquired faculty, but remain, like Garibay, suspended in limbo, should be classified as "Neo-Illiterates".

He further distinguishes between "pure illiterates," those tragic beings to whom the printed word is a closed book, and "impure illiterates", who *can* read but *won't*.

Neo-illiterates he classifies as "total" and "partial". To the former class belongs the devotee of the sport page and the market quotations (and he adds parenthetically that he is not sure what the stock market quotations have to do with literacy, since they concern not letters but figures!) This is the self-styled "man of action", perpetually suspended by that umbilical cord of the adult, the telephone line, who exults in his passion for "doing things" and disdains to read, since the only time that he can spare from his dynamic existence must be devoted to the golf course.

A first cousin to the preceding type is the neo-illiterate whose whole intellectual sustenance is derived from the radio and the movie, and who thinks that he has satisfied society's intellectual requirements if he subscribes to the daily newspaper, though he may only cursorily scan the headlines and the cartoons. This fellow, if his curiosity were aroused by seeing Plato's *Banquet* displayed in a bookstore window, would probably decide to wait until it appeared in a movie.

There is much, much more to the same point, including a description of a modern woman's "Day" as culled from a fashionable woman's magazine, the tenor of which leads him to conclude that the intellectual life of the average society woman is about as poorly nourished as that of the "man of action".

In concluding his article, Mr. Salinas points an accusing finger at the neo-illiterate, denouncing him as a greater menace to society than the illiterate pure and simple, for while the latter stands before us naked in his spiritual poverty, the former hides behind the mask of respectable literacy, which makes the

sham of his neo-illiteracy difficult to detect and to correct.

In an editorial appearing in the above number of the official publication of the Teachers Association of Puerto Rico, the president of the organization, Sr. Luis Muniz Souffront, replies to criticisms leveled at the association to the effect that it concerns itself too much with economic and social questions and not enough with professional ones. He insists that, although the members are naturally interested in such things as higher pay, vacations with pay, and retirement provisions, the association can point to a long list of achievements such as organization of forums, publication of a serious publication devoted to professional affairs, institution of regular radio programs dealing with such questions, pedagogical conferences, and efforts to rescue the language problem from the hands of politicians.

Among the leading articles in this issue are one on *Peace: A Challenge to the Public Schools*, in which Ismael Rodriguez Bou, of the University of Puerto Rico, discusses the types of schools adapted to the needs of Puerto Rico, while Ramon Mella-do, of the Faculty of Pedagogy of the University, discusses the fundamental aspects which should be considered in formulating an educational program for these types of schools; and Francisco Collado, Under-Commissioner of Education, deals with the administrative aspects of the study.

One page of the revue is now devoted regularly to compositions written by students for publication.

Adolfo Jimenez Hernandez, of the Faculty of Pedagogy (Department of Education) of the University, writes an interesting survey of the work and methods of Farnham, Prince, Briggs, and Coffman.

Carmen M. Barbosa, of the same University, discusses "Reading in the Intermediate Grades," and Oscar Loubriel, likewise a member of the faculty of the University of Puerto Rico, writes on "Global Education," based on the theory of Gestalt.

Malvina L. Monafeldt has an article on types and characteristics of examinations.

There is also a very interesting article on "A Program of Character Education and its Implications in the Rural School," by Mariana Suarez de Longo, Assistant Superintendent, Comerio, Puerto Rico. She sympathizes with the poor "jibaro" or "hick" who is always victimized by the "city feller" and as a result has an abiding distrust for him and for everything he attempts to do to help him in his abysmal ignorance.

The March number of the publication is not only dedicated, but devoted almost entirely, to Don Gerardo Selles Sola, former president of the Association, who died several months ago.

Sr. Selles Sola's portrait appears on the cover, an admirable action photograph of him addressing the Association appears as a full-page insert, and there are also photographs of his graduating class in 1902 as one of the first graduates from the Normal School of the University of Puerto Rico and of a teachers' institute group of which he was a member in 1907.

A resolution of the Board of Directors of the Association, in connection with his passing, is followed by pertinent facts in regard to his career as a leading teacher in the schools of Puerto Rico and as a leading spirit in the association.

Most of the remainder of the March number is devoted to reprints of some of his best educational articles. Some of the titles follow: "The Mission of our University," "The Social Function of the Public and Private School," "The Last Corner," "The Function of the Rural School," "An Exhortation to Youth." There is in these pages an admirable sobriety, a reasonableness of viewpoint, a wholehearted unselfishness that explain at once to the reader who did not know of his work before, why he was so beloved.

A number of appreciations of his life and work follow, written by his former fellow-students and fellow-

teachers. One of the most moving accounts is that of an assembly of the Association at Caguas in 1938. At that time the organization was torn with internecine strife, and it was about to go "on the rocks," when the former president gained the floor and in a most eloquent appeal induced the members to sit down round a table and compose their differences for the greater glory of the cause of education and of Puerto Rico. From that moment he was the idol of all Puerto Rican teachers, and, judging from the tinge of the encomiums devoted to him in this issue, he will long be a living spirit guiding them in their efforts for the common good.

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Speech Reading—Jena Method. By Anna M. Bunker, Danville, (Ill.): The Interstate Press, 1944. Pp. 132.

This book is described in its forward by Wendell Johnson as being "the only American textbook which presents the Jena Method of speech reading developed by the late Karl Brauckmann".

The qualities of this method which are peculiar to it are: first, the emphasis upon the syllable and the syllable in context; and second, the elevation of the kinesthetic sense in speech to a level comparable to that of hearing and vision.

A group of fifteen vowels are learned in a given order by the lip-reading pupils. These vowels are then combined with consonants and are spoken aloud by teacher and pupil so that the pupil will become aware of the kinesthetic as well as the audible and visible forms of speech. These syllables are practiced in various rhythmic patterns and are often accompanied by rhythmic movements of large muscles of the body. Other known materials and songs are used in a like manner. The author then

indicates types of material to be used for conversation practice.

FLORENCE M. OLSEN

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GENERAL

Washington Tapestry. By Olive Ewing Clapper. New York: Whitteley House, 1946. Pp. 302. \$2.75.

An anecdotal history of the last twenty-five years in Washington has been prepared by the widow of a famous newspaper commentator. The record has been written from diaries and authentic notes, writings, and correspondence of the late Raymond Clapper.

The tapestry is a rich weave of social change, political maneuvers, and the business of finance, with the colorful gold threads of the lighter view of parties and diplomatic receptions. What they said, where they went, what they wrote, but—more important—what they accomplished in the national panorama, are told from Harding to Roosevelt. Some of the spectacles include the Bonus March (of veterans of World War I), FDR's first campaign and inaugural, the Ferdinand Pecora banking probe of J. P. Morgan, and the New Deal program in all its pageantry.

Probably most vividly real, to the audience are the years of the Roosevelt administration. Whether because of their recency or because they were days of rapid and continuous change, their re-telling makes for vivid recall.

Mrs. Clapper has produced a brilliant mural of national history, covering the last quarter of a century, and one which will be read with absorbed interest and enjoyment.

Gather Ye Rosebuds. By Jeannette Covert Nolan. New York: D. Appleton-Century Co., 1946. Pp. 282. \$2.50.

The Cameron family who make up Miss Nolan's main characters have been likened in many respects to Louisa May Alcott's *Little Women*. There are resemblances, but only

because each author has portrayed so truly the life and times of the period in which she writes, and each selected characters of flesh and blood fibre to enact a piece of yesterday for her readers.

This is a story set in southern Indiana in 1910, written by a native of Evansville who looks upon her own home and neighborhood as one which she enjoyed so much she knew others would like it, too. She sees herself as Hannah Cameron, the twelve-year-old of the book, and admits she probably has made the role of Hannah somewhat autobiographical. But the rest of the family are simple folk we all have known. The father, an "unreconstructed Confederate officer", in the person of Major Cameron; Miss Amy, who still

treasures her good fortune in having wed into the Cameron family; and children with pets and friends galore. But the story is chiefly concerned with the gay growing to maturity of Rose and Sydney, the two lovely Cameron daughters, with their hosts of beaux.

The story is a light, romantic memory of family life in the Middle West a generation ago. The slightly nostalgic title is descriptive of the gaiety of the style in which it is written. Miss Nolan wished to paint a picture of people who were "on the whole funny, but rather nice." She has succeeded admirably.

The Bretons of Elm Street. By Henrietta Ripperger. New York: Putnam Bros., 1946 Pp. 218 \$2.50.

This is a story of one year in the

life of the Breton family, as told by Elizabeth Breton, whose chief occupation is that of homemaker for a family of eight. The tales and adventures are those of the average family of recent years, with boys and friends in service, or waiting for discharge; housing conditions—and finances—requiring the doubling up of young couples with in-laws; and the ever-present attempt of the younger generation to break into business.

The Bretons have their humor, but most significant throughout the book is the thread of family living and basic ideals which give the fundamentals of training to each generation as it matures. It is a story you know—for its principal characters are your neighbors, 1946 edition.

... Education in the News ...

The 10th Annual Institute for Education by Radio was conducted by Ohio State University, May 3-6. Panels and forums of the conference include the fields of news; home-making and women and children's interests; publicity and promotion; international radio; technical radio; radio research; and public relations. Among the named delegates to the Institute were executives from several divisions of NBC.

* * * *

Elementary and secondary schools in several states added aviation education courses to their curriculum during the 1945-46 session through the co-operation of the Aviation Education Division of the Civil Aeronautics Administration, a check by the Air Transport Association of America discloses. This brings the number of state school systems which have set up comprehensive aviation education programs with the assistance of the CAA to near the 20 mark, affecting more than one-half the population of the United States. Other states are in the act of sponsoring similar programs.

* * * *

Wisconsin was the first state to authorize high school contracts for student flight instruction. The State Department of Public Instruction has worked out a program of four hours of flight experience to supplement classroom aviation studies. The action of Wisconsin provides a model for the enabling legislation required in many states before high school flight instruction can be given. Other states which have drawn up plans for flight experience in connection with high school aviation courses include Ohio, Alabama, California, Connecticut, Illinois, Michigan, Pennsylvania, Tennessee, Texas, and the District of Columbia.

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Some of the same Army and Navy bombers and fighters that played havoc with Germany and Japan in war are being used in peace for education purposes in the nation's schools and colleges. Rather than delegate these battle-worn winged warriors and other obsolete craft to the scrap heap and melting pot, they are being made available to qualified educational institutions at a nominal sum through the Recon-

struction Finance Corporation. More than \$40,000,000 worth of aircraft equipment has been turned over to schools to date for use as "guinea pigs" for aviation students.

* * * *

Several aspects of aviation will gain momentum shortly as a result of educational programs set by scores of major colleges and universities. The Board of Regents of New York State has recommended a State Technical Institute of Aeronautics at Syracuse, N. Y., to provide for junior technical positions in the aeronautical industry. Cornell University has taken over Curtiss-Wright Corporation's research laboratory and wind tunnel at Buffalo, N. Y., for use in a cooperative research educational program; the University of Southern California has taken over the Hancock College of Aeronautics at Santa Maiea, California, and is giving complete aeronautical courses for pilots, mechanics and engineers; and the University of Illinois has set up three new aviation courses, which cover flight training, aviation technician training and airplane mechanics;

Northwestern University is planning the establishment of new Institute of Aeronautics for the purpose of conducting research on the fundamental problems of the aviation industry, calling for an ultimate endowment of \$10,000,000. A course in applied aerodynamics will be offered during the spring term at the Daniel Guggenheim School of Aeronautics at New York University, and Iowa Wesleyan College has added an aviation department with 16 semester courses.

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Purdue University, whose curricula include several aviation courses, has applied to the Civil Aeronautics Board for permission to operate an experimental feeder airline between Chicago and Evansville, Indiana. The object is to provide practical instruction for students in the special engineering course as well as to benefit aviation generally through the possible benefits of intensive research.

* * * *

Figures show that 96 per cent of colleges and universities in the United States recognize aeronautics as an elective science. Fifty per cent also accept it as a laboratory science for college entrance requirements. More than 400 of the higher educational institutions already offer minor and major courses in aviation and related fields. The courses range from special summer school work for elementary teachers to five-year studies in aeronautical engineering, administration and airport management.

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The Atlantic Air Academy at Rye Beach, N. H., first boys' school of its type launched in the post-war period, believes in ringing up "firsts" in secondary education circles. In addition to being the first preparatory school to specialize in aeronautical courses, its students took off for school from La Guardia Field, New York, in an airliner and heard their first lecture while soaring through the clouds over New England. Aeronautical courses are offered in all four years of study.

"Women in Aviation" will be the theme of a National Conference to be held April 22-24 at Stephens College at Columbus, Mo. The girls' school, long active in aviation education instruction, has its own airport and flying school.

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A suggestion has been made by J. Parker Van Zandt, director of aviation research at Brookings Institution, whereby school teachers would be accorded low-fare "air travel fellowships" on United States international airlines. Selections would be made along the same lines as Rhodes Scholars have been chosen in the past. On this basis a teacher awarded a fellowship could spend six to eight weeks abroad in purposeful study and travel in a number of foreign lands at a total cost of a few hundred dollars. Similar fellowships could be accorded foreign teachers to visit the United States.

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The State of Nebraska Aviation Education program, although set up only five years ago, is recognized as one of the most outstanding projects of its type in the nation. Today more than 100 high schools in that state report courses in pre-flight aeronautics, and numerous other schools offer a social studies course in aviation.

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More Than Tolerance is a compact, concise pamphlet on intergroup relations, published by the Commission for the Defense of Democracy Through Education, of the National Education Association, and presented as a handbook for teachers in beginning projects in race and group relations. The pamphlet reports studies already under way, presents summaries of surveys of school practices, and suggest appropriate teaching devices and aids. The Springfield Plan is given in some detail, and reports of other school systems are presented in outline. Copies of the booklet may be obtained from the National Education Association, 1201 16th St., N.W., Washington, D. C. Single copies are available at 15c

per copy, with regular discounts for quantity orders.

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Indiana State Teachers College is looking forward with eager anticipation to the first edition of *The History of Indiana State Teachers College* which is expected off the press in December of this year. A few years ago Dr. W. O. Lynch was commissioned to prepare this volume, and has spent endless research and interest to present a book which carries the spirit as well as the fact. Dr. Lynch is an alumnus of Indiana State and a former faculty member, as well as an able historian.

The history was first suggested by President William Lowe Bryan, President Emeritus of Indiana University, in a conversation with Dr. Ralph N. Tirey, shortly after the inauguration of the latter into his presidency at Indiana State. That idea, sown years ago, now bears fruit in the present completed work.

Historical fact concerning the growth and expansion of the college are coupled with personal anecdotal reminiscences. Much of the material has been collected by Dr. Lynch in personal interviews with alumni and faculty emeriti.

Friends of the college through the years, and newcomers to its atmosphere who have succumbed to its enveloping cordiality will want to secure a copy of the History. Orders can be placed through the Office of the Alumni Secretary, Indiana State Teachers College, Terre Haute, Indiana, by completing and returning the form provided below.

Office of Alumni Secretary
Indiana State Teachers College
Terre Haute, Indiana

I wish to order _____ copies of
"The History of Indiana State Teachers College" at \$2.00 per copy.

Name _____

Address _____

(It is expected that the book will be off the press in December, 1946.)

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